**Human Development**
**Chapter 12 – Adolescence: Personality and Sociocultural Development**

p. 406

Adolescents display a curious combination of maturity and childishness during this transition to adulthood.

Prolonged adolescence allows young people to experiment with different adult styles without irrevocable commitments. At the same time it creates pressures and conflicts like appearance of independence while still dependent on parents.

p. 407

### Developmental Tasks of Adolescence

Adolescents confront two major tasks:
1. Achieve autonomy and independence from parents.
2. Form an integrated self-identity combining elements of personality.

*Strum und Drang* – German for "Storm and Stress" (Anna Freud) Describes adolescence as a time of dramatic upheaval of emotions and behaviors.

Most adolescents are well adjusted. Only 10 – 20% of adolescents experience psychological disturbance. This is comparable to adults in the general population.

### Independence and Interdependence

Research indicates the degree of conflict between adolescents and their families is greatly exaggerated.

Emotional distance does increase but usually not to the point of rebellion or rejection.

p. 408

Becoming an adult requires simultaneously being *independent* and *interdependent*.

*Interdependence* – reciprocal dependence.

### Identity Formation

Before adolescence, self-view is in terms of roles, abilities and associations.

Erikson viewed identity formation as a major requirement in the transformation into adulthood.

### Influences on Identity

Social reference groups may consist of close individuals or broader social groups who share similar characteristics.

p. 409

They must deal with conflicting loyalties to incompatible reference groups. (family, religious, peer groups, etc.)

### Erikson's Concept of Identity

Erikson believed that identity is a long complex process of *self-definition* that provides continuity between past, present, and future; and gives direction, purpose and meaning to life.

### Modes of Identity Formation

*Self-definition* – complex and lengthy process of an individual forming an identity.

James Marcia's four states or modes of identity formation
1. *Identity crisis* – a period of making decisions about important issues, such as "Who am I, and where am I going?"
2. *Foreclosure status* – the identity status of those who have made commitments without going through an identity crisis.
3. *Diffusion status* – the identity status of those who have neither gone through an identity crisis nor made commitments.
4. *Moratorium status* – the identity status of those who are currently in the midst of an identity crisis.

p. 410

*Identity achievement* – the identity status of those who have gone through an identity crisis and have made a commitment.

### Effects of Identity Status

Cross-cultural research indicates that Marcia's four modes is a universal developmental process.

Anxiety is the dominant emotional state for young people in the moratorium state. College students are often in this state.

Adolescents in the foreclosure state have less anxiety and more positive ties to significant others but tend to have lower self-esteem and are easily lead by others.

Diffusion status is seen most frequently by teens who have experienced rejection or neglect from detached or uncaring parents. They tend toward dropout and drugs/alcohol as a way of avoiding responsibility.

Adolescents who have achieved identity achievement status have the most balanced feelings toward parents and family.

Passage through states can vary with age and a young person can be in several modes regarding different aspects of personality, (sex, religion, politics, vocation)

### Gender Differences

Males in identity achievement and moratorium status tend to have higher self-esteem, where women appear to have more unresolved conflicts.

p. 411

High school girls are most likely in foreclosure status where boys tend to be in diffusion status.

Boys develop an intrapersonal identity where girls develop a blend of intrapersonal and interpersonal identities.

No apparent gender difference regarding religion.

### Identity Formation, Culture, and Context

Western culture stresses individual accomplishment over collective accomplishment.

p. 412

### Family Dynamics

The tasks of parenthood seem paradoxical. 1. Provide children with a sense of safety and security and 2. Encourage them to become independent self-directed adults.

### Intergenerational Communication

Needs for more autonomy cause conflicts with the needs for family support. But studies show less serious conflict than is often believed.

Serious conflict occurs in only 15 to 25% of families. Most conflicts revolve around ordinary issues (curfew, dating, grades, personal appearance, food)

p. 413

Early adolescence is more conflict-laden than later adolescence. Maintaining communication and sharing ideas will help later when difficult issues arise.

**Parenting Styles**

An authoritative parenting style is most likely to produce normal, healthy adolescent behavior.

An authoritarian parenting style tends toward adolescents who may be dependent and anxious around authority figures or may become defiant and resentful.

**Family Alliances**

Parents should work together in nurturing and disciplining children so that one parent is not excluded from the relationship.

p. 414

**Changes in Family Composition**

Teenagers in dual income families tend to help less around the house than in single income households.

Adolescents respond to the stress of family changes in various ways. Some take on more responsibilities while others externalize negative feelings with non-compliance and other antisocial behavior.

**Leaving Home**

Preparing to leave home is not an easy task.  Separateness an self-assertion are necessary for development.

Some families encourage these characteristics while others oppose them.

Three relevant dimensions of family functioning;
1. Cohesion – not smothering
2. Adaptability – but not chaotic
3. Quality of communication

Fathers play a key role in establishing a balance between separateness and connectedness.

p. 415

Separation may be more difficult for single-parent households. The involvement of another adult (grandparent, teacher, aunt or uncle) helps.

**Relationships During Adolescence**

As individuals become more independent, they spend more time with peers and less time with family.

Friends    50%
Family     20%
Alone      30%

*Social competence* is required in making new friends and maintaining old ones.

p. 416

Social comparisons enable adolescents to form personal identities and evaluate characteristics in others.

**Social Comparison**

Social comparison is the process we use to evaluate our own characteristics to those of others.

Early adolescents tend to have larger circles of less intimate friendships as they sort out personalities, appearance and who they want to become.

p. 417

Older adolescents tend to have fewer, closer friendships, which tend to be stable and more loyal.

**Peer Relationships**

Trends occur in the development of peer relationships and conflicts between peer values and parent values arise.

**Cliques, Crowds, and Loners**

*Crowds* – peer groups of 15 to 30 members
Cliques – peer groups of 3 to 9 members

p. 418

80% belong to identifiable cliques or crowds
20% tend to be loners

Loners who choose their solitude may be just as healthy and well adjusted as those in cliques and crowds.

**Dating**

Close relationships with opposite sex occur.

p. 419

14 – 15 yr. olds prefer group contact with opposite sex than more intimate forms of dating.

p. 420

Seven functions of Dating
1. Recreation – having fun with person of opposite sex.
2. Socialization – learning how to act appropriately
3. Status – being seen with someone who is "desirable"
4. Companionship – sharing experiences with a close friend
5. Intimacy – close meaningful relationship
6. Sex – sexual experimentation and satisfaction
7. Mate selection – selection of a husband or wife

Females consider intimacy more important than sex.
Males consider sex more important than intimacy.
This is consistent with evolutionary psychologists' views.

**Negotiating the Borders: Peers and Parents**

All teenagers must negotiate the borders between peer values and parental values. This can be very stressful for some immigrants. (Indian Hindu)

p. 421

**When Adolescence Goes Awry**

Separation and identity formation can sometimes lead to unhealthy or even self-destructive behaviors.

p. 422

**Risk-Taking**

Energy and intellectual curiosity usually leads to productive activities. (sports, activism, etc.) Only a small percentage engage in self destructive behaviors.

They don't understand the risks or focus only on the benefits. They believe themselves invulnerable.

**Drug Abuse**

The most often abused drugs are nicotine and alcohol.

p. 424

**Tobacco**

Smoking is highly correlated with adolescent use of other drugs.

**Alcohol**

Alcohol is a CNS depressant similar to sleeping pills and tranquilizers.

By early adolescence, more than half have used alcohol rising to 92% by the end of high school.

35% report having had 5 or more drinks in a row in the past 2 weeks and 32% report getting drunk once a week.

Binge drinking is highest during the 7 years after high school.

Typical alcohol abusing adolescent is
- Male
- Low grades
- Family history of alcohol abuse
- Usually has friends who drink
- May also use other drugs

### Marijuana

Third most widely used drug in US

Effects are similar to tobacco.

7% of 12 to 17 year olds report using marijuana.

Use rose sharply in 1970s, declined and began to rise in 1990s.

p. 427

### Cocaine

Cocaine is medically classified as a CNS stimulant but legally classified as a narcotic.

It is highly addictive in any form. (powder, injection, crack)

Usage is low in adolescents due to cost.

### Heroin

Heroin is a CNS depressant.

Usage is relatively low in teens but has been rising during the 1990s.

### Other Drugs

LSD, ecstasy, amphetamine derivatives are on the increase particularly in 2000.

Inhalants increased in early 1990s but have been on the decline.

p. 428

### Delinquency

People under the age of 16 to 18 (the age varies by state) who commit criminal acts are called delinquent.

Acts of delinquency range from shoplifting and vandalism to rape, robbery and murder.

Most children at some time in their lives engage in some form of delinquency, but usually minor such as shoplifting.

Young males from single-mother families are more likely to engage in delinquent acts regardless of socioeconomic status.

Sociologists view delinquency as primarily due to social environment.

Psychologist view delinquency as both environmental and individual.

p. 429

### Stress- Depression, and Adolescent Coping

Adolescent problems are often over emphasized resulting in labeling teens unfairly and masking real problems when they do arise.

### Depression

The incidence of moderate to severe depression in teens is low but when it happens, it can be life threatening.

Depression is twice as common in females as in males.

p. 430

White and Asian teens are more likely to show symptoms of depression than Black or Hispanic.

Same-sex-oriented teens show high rates of depression and are two to three times as likely to commit suicide than heterosexual adolescents.

### Depression and Other Disorders

Depression often occurs in conjunction with other disorders

Depression and anxiety
Depression and conduct disorders
Depression and anorexia or bulimia
Depression and suicide
Depression and body image
Depression and substance abuse

p. 431

Pregnancy is three times more likely among depressed girls than those who are not.

p. 432

### Protective Factors and Coping Behaviors

Factors that place adolescents at risk for depression
1. Negative body image
2. Increased capacity to reflect about self and the future
3. Family dysfunction or parental mental health
4. Marital discord or divorce
5. Low popularity among peers (strong indicator of adult depression)
6. Low achievement in school (more consequential in boys)

At age 9, girls feel positive about themselves but in high school less than 1/3 feel that way.

Loss of self-esteem is more common in white girls.

### Protective Factors

Three counterbalancing factors
1. Good relationships with parents and peers
2. An area of competence or expertise (music, sports, etc.)
3. A role that includes responsibility for others

p. 433

### Coping Responses

Positive coping strategies
- Careful planning and organization
- Setting priorities
- Close friend or confidant

Negative defense strategies often used when under heavy stress
- Substance use (alcohol, tobacco, drugs)
- Diversion (shopping, partying, video games)
- Rebelliousness

These activities do not deal with the problem directly but do give temporary respite. They are used when they lack the personal resources to cope.